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ABSTRACT

The final report of the Maryland State Department of Education's 2 year implementation of Project SUBE (Special Utilization of Resources for the Early Education of the Handicapped) provides documentation of the results and consequences of the Project. A chart lists the objectives and results for four major project goals: (1) the creation of an Early Childhood Staff Position in the State Department of Education, (2) the establishment of an administrtive network identifying services for preschool handicapped children in Baltimore, (3) the development of a center based classroom model, and (4) implementation of a parent training component. The project resulted in direct intervention with 25 children and their families, evaluation of 20 additional children, and the creation of an urban model to serve approximately 1,000 children. Tables and appendixes deal with the referral process, project financial status, an Early Childhood State of the State Report, the agency performance plan, and a discussion paper on early childhood education presented at a January, 1978, meeting of the State Board of Education. (DB)

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Frank Grimes

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MARYLAND STATE IMPLEMENTATION GRANT

FINAL REPORT

(September, 1976 - August, 1978)

Grant No's:

GOO 7605413

GOO 7701401

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MARYLAND STATE IMPLEMENTATION GRANT SUMMARY
(September, 1976 - August, 1978)

Significant Results of the Grant

A. The State of Maryland has:

1. a State approved Early Childhood staff position.
2. a contracted Early Childhood staff position.
3. a planned direction for program development.
4. stated commitments from all 24 Local Education Agencies for program development, 0-5 years.
5. functional inter-divisional cooperation.
6. an interface of project objectives.
7. functioning model program for replication.

B. The Local Education Agency (Baltimore City) has:

1. an operating model program that is scheduled to be replicated in five sites within the city during FY '79.
2. a trained staff core, multidisciplinary team.
3. strong parent-training component with demonstratable support.

C. Two years of funding totaling $207,000.00 purchased the following personnel:

1.0 Project Director
1.0 Secretary
1.0 Diagnostic/Prescriptive Teacher
1.0 Program Assistant
1.0 Psychologist
.5 Occupational Therapist
.5 Speech and Language Therapist
1.0 Home Demonstration Teacher
(Daily Contract) Curriculum Consultant
(Daily Contract) Evaluation Consultant

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A. FY 1978 Early Childhood State of the State Report, Early Childhood Education Introduction.

B. Maryland State Department of Education, Division of Special Education, Early Childhood Staff Agency Performance Plan.

C. Discussion Paper, Early Childhood Education, Meeting of the State Board of Education, January 25, 1978.

INTRODUCTION

INTRODUCTION

The Maryland State Department of Education, Division of Special Education was awarded a State Implementation Grant for a two year period (September, 1976 - August, 1978). Project SURE (Special Utilization of Resources for the Early Education of the Handicapped) was created to serve both State and Local needs to comply with the mandates of State and Federal legislation. The following pages are the documentation of the results and consequences of that Project.

Section 2 delineates Goals, Objectives and Results. Subsection 1.0 clarifies the outcomes derived at the State level. Subsections 2.0 - 4.0 describe the outcomes at the local (program model) level. The objectives that refer to accomplishments relevant only to the internal success of the model program are simply marked as complete with a short comment. It was not felt that their accomplishment, as individual goals, had any significant value toward highlighting the issues of an impact study. Collectively, however, they combine to provide a functioning, replicable program model.

GOALS, OBJECTIVES, RESULTS

PROJECT SURE
STATE IMPLEMENTATION GRANT
SEPTEMBER 1, 1976 - AUGUST 31, 1978

A SUMMARY

GOAL	OBJECTIVE	RESULT
1. To create and fill an Early Childhood Staff position in the Division of Special Education, Maryland State Department of Education to facilitate programmatic compliance with State and Federal legislative mandates.	1.1 To hire an Early Childhood Specialist FY'77, one Specialist hired to direct Project SURE, FY'78, a second Specialist hired to direct Incentive Grant.	1.1.1 Beginning in FY'79 the State of Maryland has approved one of these as a Sate position. The Division is requesting similar status be granted the second position.
	1.2 To delineate a clear procedure to satisfy State and Federal legislative mandates.	1.2.1 Annual Early Childhood State of the State Reports (Appendix A) coupled with compulsary Divisional Staff Annual Program Plans (Appendix B) have focused on the identification of deficit areas and consequently allowed for appropriate resource intervention and utilization to include Maryland State Department of Education VI-D Inservice Training.

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GOAL	OBJECTIVE	RESULT
		Grant/Contract Awards and Interagency Cooperation.
	1.3 To eliminate the duplication of Early Childhood program and service efforts among the Divisions within the Department of Education.	
		1.3.1 A Maryland State Department of Education Early Childhood Committee has been formed and sanctioned by the State Superintendent as an official body. Membership is comprised of 1-3 representatives from each Division. The committee during FY'78, has accomplished the following: a. Submitted to, and had reviewed by the State Board of Education a position paper on Early Childhood Education (appendix C). As a result, six million dollars, has been requested to develop half-day programs for four year olds in Schools forged as having "high

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GOAL	OBJECTIVE	RESULT
		risk" populations, beginning in FY'80. b. A week-long series of activities were carried out during "The Week of the Young Child" in the Department of Education building. c. The Committee works in cooperation with State and Federal representatives providing written input to questions and proposed legislation.
	1.4 To coordinate the objectives and accomplishments of grant and contract awards with the prioritized State and Federal goals and/or mandates.	1.4.1 Accomplishments completed via the State Implementation Grant, an HCEEP Project and the Incentive Grant have all addressed specific parts or complete components of identified needs: State Coordination, model program development and Information

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GOAL	OBJECTIVE	RESULT
		Dissemination respectively.
	1.5 To promote the development of programs to insure full and appropriate service provision to all handicapped children 3-4 year olds during FY'79 and 0-2 year olds during FY'80.	1.5.1 Receipt of the Local Plans and application for Part B pass through and discretionary funds for FY 79 show that each Local Education Agency's will be appropriately serving all 3-4 year old handicapped children. To date, ten of twenty four Local Education Agencies will be serving all identified 0-2 year old children during the current school year. All twenty four Local Education Agencies have written plans to provide appropriate programs for all children 0 to 5 by July 1, 1980.
	1.6 To maximize the use of resources availability to develop exemplary program content.	1.6.1 a. Via Technical Assistance Agreements

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A SUMMARY

GOAL	OBJECTIVE	RESULT
		currently Technical Assistance and Developmental System, the Mid-East Regional Resource Center and formerly with the Mid-East Area Learning Resource Center, there have been consultants obtained from model programs (i.e., Teaching Research, The Chapel Hill Outreach Project, The Downs Syndrome Program, Universities of Maryland and Utah, private consulting firms and various outstanding individuals in specific areas of Curriculum and general program development). b. Additionally, there has been staff input from these three primary agencies to facilitate both state and program development.

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GOAL	OBJECTIVE	RESULT
		c. The acquisition of tangible assest such as media, materials an educational technology was provided. d. Conferences addressing State planning needs a inservice sessions relevant to program content proved to be o significant practical importance.
	1.7 To provide program/fiscal monitoring and evaluation support to Local Education Agencies.	1.7.1 a. Performed program evaluation for five Continuum Preschool Models. b. Participated in Regiona Health, Education & Welfare program evaluation team. c. Participated in Marylan State Department of Education, Local Education Agencies monitoring and evaluation team.

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A SUMMARY

GOAL	OBJECTIVE	RESULT
	1.8 To provide Inservice Training to teachers and administrators regarding preschool/program models and related services.	1.8.1 a. Program training provided to all Local Education Agencies Directors of Special Education utilizing existing State models. b. Staff training provided as follows: Wicomico Co. - 131 teachers and administrators. Baltimore City - 43 teachers & Administrators. 25 parents. Baltimore Co. - 26 teachers and administrators. Anne Arundel Co. - 10 teachers & administrators. 31 parents. State Department - 4 Staff Specialists.

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GOAL	OBJECTIVE	RESULT
	1.9 To develop a mediated training package on implementing preschool programs in various settings.	1.9.1 Slides have been taken at eight program locations. The results of these efforts will be continued under the Direction of the Program Development & Assistance Branch.

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GOAL	OBJECTIVE	RESULT
2. To create an administrative network identifying all available and appropriate services for preschool handicapped children and their parents in Baltimore City. Further, to establish interlocks between these agencies, parents and professionals.	2.1 Develop and publish a preschool service directory for parents and teachers.	2.1.1 Data collected. Project merged with same from Incentive Grant & Direction Center to create a directory for entire State.
	2.2 Develop and publish a checklist for parents regarding which services should be obtained to meet local requirements, i.e., publish school placement.	2.2.1 Objective deemed inappropriate. Each parent received information relevent to their own child regarding acquisition and preparedness skills to maximize opportunity for least restrictive place input.
	2.3 Develop, publish, and deliver a set of guidelines and forms to all referring agencies.	2.3.1 Completed. Diseminated during life of project ongoing.

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A SUMMARY

GOAL	OBJECTIVE	RESULT
	2.4 Refine an administrative flow chart for service delivery.	2.4.1 Completed. (Table I).
	2.5 Develop, implement, and document a three stage evaluation process: (1) Child evaluation (internal), (2) staff evaluation (internal and external), and (3) program component effectiveness (internal and external).	2.5.1 Completed. (See Sec. 3, Child Evaluation).
	2.6 Maintain an Advisory Board.	2.6.1 Completed. Advisory board comprised of LEA, SEA, school, parent and project staff representatives.
	2.7 Develop an administrative handbook for program replication.	2.7.1 Completed. Activity extended to entire State under auspice of Early Childhood Incentive Grant.
	2.8 Supply additional training for project staff as necessary.	2.8.1 Completed. Technical Assistant Agreement via Technical Assistance & Developmental System, State and Local resources supplied needed consultants both to the project and the State.

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GOAL	OBJECTIVE	RESULT
14	2.9 Refine scheduling proceedings, i.e., transportation.	2.9.1 Completed. Transportation was available for all children. However, transportation is a major area of critical importance that has not been satisfactorily addressed.
	2.10 Produce all necessary reports for the Bureau of Education for the Handicapped.	2.10.1 This document constitutes final report.
	2.11 Consult with colleges and universities to develop a preschool teacher training program for certification.	2.11.1 Not completed. Maryland State Department of Education, in conjunction with a multi-Departmental consortium committee is addressing this issue. A one year time line for this task is unrealistic.
	2.12 Procure the necessary tangible items for program operation, i.e., media and materials.	2.12.1 Completed. Lists of materials and equipment maintained for audit purposes.

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GOAL	OBJECTIVE	RESULT
3. To develop a practical center-based classroom model utilizing all available resources.	3.1 Refine the interchange of an interdisciplinary educational team.	3.1.1 Completed. (See Table I)
	3.2 Refine the curriculum elements within the following major categories: language/communication, social/emotional, motor and cognitive.	3.2.1 Completed. Refinements reflected in assessment scale developed.
	3.3 Develop and implement a child screening and assessment process.	3.3.1 Completed. Developmental Assessment Scale completed. To be published and distributed.
	3.4 Develop inservice training packages for teachers of preschool handicapped children.	3.4.1 Not completed. Insufficient time.
	3.5 Develop and implement cooperative training sessions with existing programs.	3.5.1 Modified. Provided cooperative service delivery and/or child placement.
	3.6 Develop a structure for the use of volunteers to assist in classroom instruction.	3.6.1 Completed. Parents identified an incorporated as the primary target for volunteer activities.

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A SUMMARY

GOAL	OBJECTIVE	RESULT
	3.7 Develop a process to utilize both graduate and undergraduate college students for practicum experience.	3.7.1 Not completed. This goal would have been realistic during a third year. It was inappropriate for the second year.
	3.8 Refine the process of consistent and sequential monitoring of each child through the development of each skill area.	3.8.1 Completed. Data from psychologist; therapists, teachers and parents, incorporated to modify IEP's in 2 month cycles.
	3.9 Establish socialization sessions for preschoolers too young for large group instructional settings as appropriate.	3.9.1 Completed. Scheduling schemes developed by Home Demo. teacher to include peer involvement and grouping of 2 or more families.
	3.10 Establish a liaison necessary to create group interaction for peer modeling with regular children, i.e., nursery school.	3.10.1 Not completed. This goal would be accomplishable during a third year of such a program.
	3.11 Develop, implement, refine and modify individual educational plans for each child.	3.11.1 Completed. IEP's

PROJECT SURE
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SEPTEMBER 1, 1976 - AUGUST 31, 1978

A SUMMARY

GOAL	OBJECTIVE	RESULT
		3.11.1 (con't.) completed for all children. In-depth multi-disciplinary educational evaluations written on 45 childrn.
	3.12 Determine continued educational placement for each child.	3.12.1 Completed. Over 100 children placed in programs.
	3.13 Design, construct and implement a perceptual training program specific to early intervention techniques.	3.13.1 Not completed. Equal emphasis given to all five elements of curriculum development.

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A SUMMARY

GOAL	OBJECTIVE	RESULT
4. To develop a parent-training component stressing parent oriented educational techniques and child management.	4.1 Parent counseling provided.	4.1.1 Completed. Both Home Demo. teacher & Project staff involved in individual and group counseling.
	4.2 Inclusion of siblings in home program development.	4.2.1 Completed.
	4.3 Inclusion of parents as volunteers in center based program.	4.3.1 Completed.
	4.4 Group parent meetings and/or workshops to enhance understanding and skills learning.	4.4.1 Completed. (Note: there should have been many more parent meetings organized and held.)
	4.5 Intervention of additional personnel as needed, i.e., social worker and health department.	4.5.1 Completed.

SERVICE PROVISION

3. Model Program

Service Provision Data (FY'77-78)

Project SURE had three major components (Goals 2.0, 3.0 and 4.0 - Section 2) in operation simultaneously.

a. To develop an andministrative section that had as a subset the educational evaluation of children referred to the program on behalf of Baltimore City.

b. To develop a center (school)-based model.

c. To develop a home intervention model.

The following data is a result of the staff efforts within these three components.

A. Referral

1. Sources

a. Baltimore Association of Retarded Citizens
b. Baltimore City Public Schools
c. Department of Social Services
d. Dundalk Infant Stimulation Program
e. Eastern Health District
f. Greater Baltimore Medical Center
g. Johns Hopkins Comprehensive Child Care Clinic
h. John F. Kennedy Institute
i. Mt. Washington Pediatric Hospital
j. Northwest Health Services
k. Rosemont Lutheran Maternal and Child Health Center
l. Sinai Hospital
m. Southeastern Health District
n. United Cerebral Palsy
o. University of Maryland Hospital
p. Western Health District

2. Process (See Tables 1, 2 and 3)

a.	Inappropriate Referrals	53	
b.	Scheduled "No shows"	20	
c.	Placed in alternative programs	20	Indepth educational evaluation completed.
d.	Served through program	25	
e.	Total number of referrals	118	

B. Center Based Component

The objectives obtained in Section 2 were completed by a multi-disciplinary team consisting of the following members:

FTE	1.0	Diagnostic/Prescriptive Teacher	(D/PT)
	1.0	Home Demonstration Teacher	(HDT)
	1.0	Psychologist	(Psy.)
	.5	Speech/Language Therapist	(S/LT)
	.5	Occupational Therapist	O.T.
	1.0	Program Assistant	P.A.

The center was staffed primarily with the D/PT and P.A. with part-time intervention from the remaining specialists. (See Table 4 for process illustration.)

Both formal and informal instruments were administered for purposes of assessment and monitoring (Table 5). Data is currently being compiled to determine child development and gain (Table 6).

REFERRAL PROCESS

Forms, letters, etc. necessary to complete each task:	1.a. Referral form b. Cover letter c. Abstract	2.a. Referral form b. Accumulative records	3.a. Referral form b. Accumulative record c. Log form d. Explanation of log e. Letter of acknowledgment	4.a. Referral form b. Accumulative records	5.a. Referral form b. Accumulative record c. Conformation letter d. Appointment request e. Case returned letter f. Background Information form	6.a. Parent Permission form b. Data form(s) c. Evaluation Report form d. Referral form e. Accumulative record	7.a. Accumulative record b. Copies of all SURE forms, letters, etc. c. Evaluation report
Administrative Process	1. Awareness	2. Referral Generated	3. Receipt of Referral	4. Psychologist's Review of Referral	5. Schedule Evaluation	6. Evaluation	7. Disposition
Project SURE	Dissemination of Referral Forms	Kennedy Dalcey Johns Hopkins Parents DCFS Pediatricians Dept. of Health Head Start Day Care Etc.	Log Entry Appropriate (yes/no)	Determine Type and Schedule for Evaluation	Contact Parents or responsible agent for child yes/no	Screening/ Evaluation Completed. Yes/ No - Report Generated	Case and Evaluation sent to Baltimore City Public Schools
Phase 1			YES	YES	YES	YES	
			1. No referral form 2. Child over age 3. Already receiving services 4. Non Resident	Referral not appropriate for Project	NO 1. Child placed 2. Appointments missed (two) 3. No transportation 4. Relocated		
SURE Staff responsible for: Accomplishment of Task	1. Project Director/ Program Aide/Staff	2. Agencies	3. Psychologist	4. Psychologist	5. Program Aide	6. Staff	7. Staff
Accumulative Records	1. N/A	2. N/A	3. Program Aide	4. Psychologist	5. Program Aide	6. Psychologist	7. Program Aide

Table 2

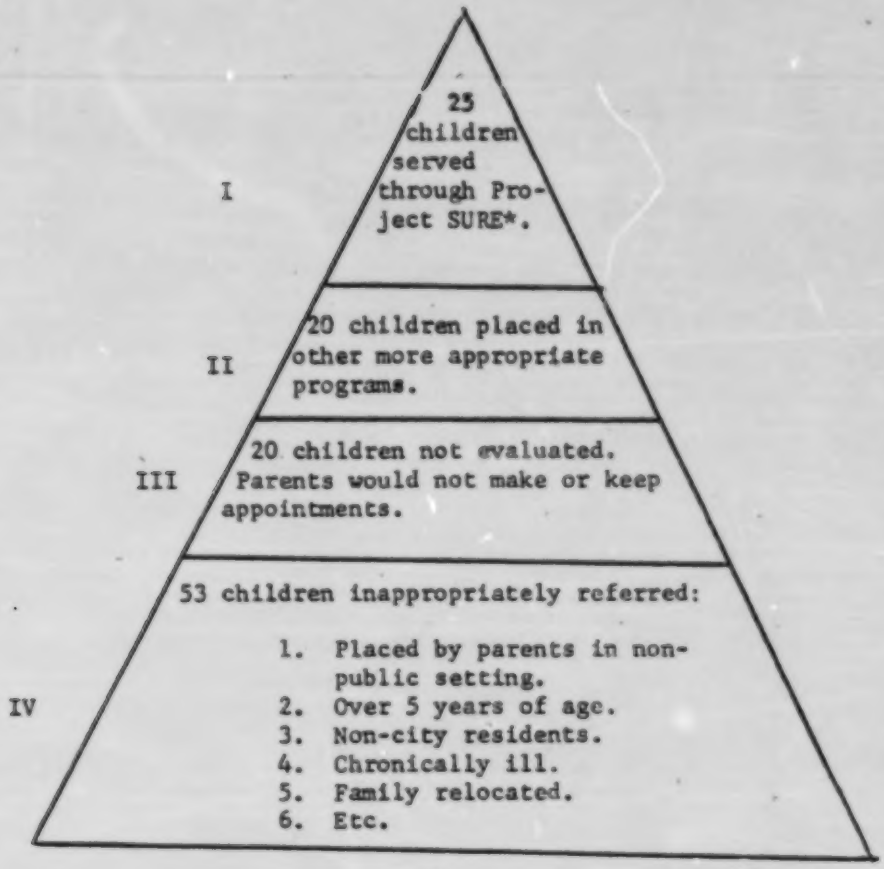
REFERRAL PROCESS
Step 6
Assessment Schedule

Psychologist - Parents	#1 PAR	12:30 - 1:15
D/PT - P.A.	Child #1	12:30 - 1:00
S/LT - O.T.	Child #2	12:30 - 1:00
Psychologist - Parents	#2 PAR	1:15 - 2:00
D/PT - P.A.	Child #1	1:00 - 1:30
S/LT - O.T.	Child #2	1:00 - 1:30
Team closure (minus Psychologist and one team member) Parents	#1	1:30 - 2:00
Psychologist/team closure Parents	#2	2:00 - 2:30
Team member with child	#2	1:30 - 2:00

Home Demonstration Teacher assists as needed, according to staff need, child's age and developmental level.

Table 3

RESULTS OF REFERRAL PROCESS


I
25 children served through Project SURE*.
II
20 children placed in other more appropriate programs.
III
20 children not evaluated. Parents would not make or keep appointments.
IV
53 children inappropriately referred:
1. Placed by parents in non-public setting.
2. Over 5 years of age.
3. Non-city residents.
4. Chronically ill.
5. Family relocated.
6. Etc.

*Includes 6 children accepted during summer (1977) pilot program.

Levels I and II include the 45 children receiving indepth educational evaluation by the Projects multidisciplinary team.

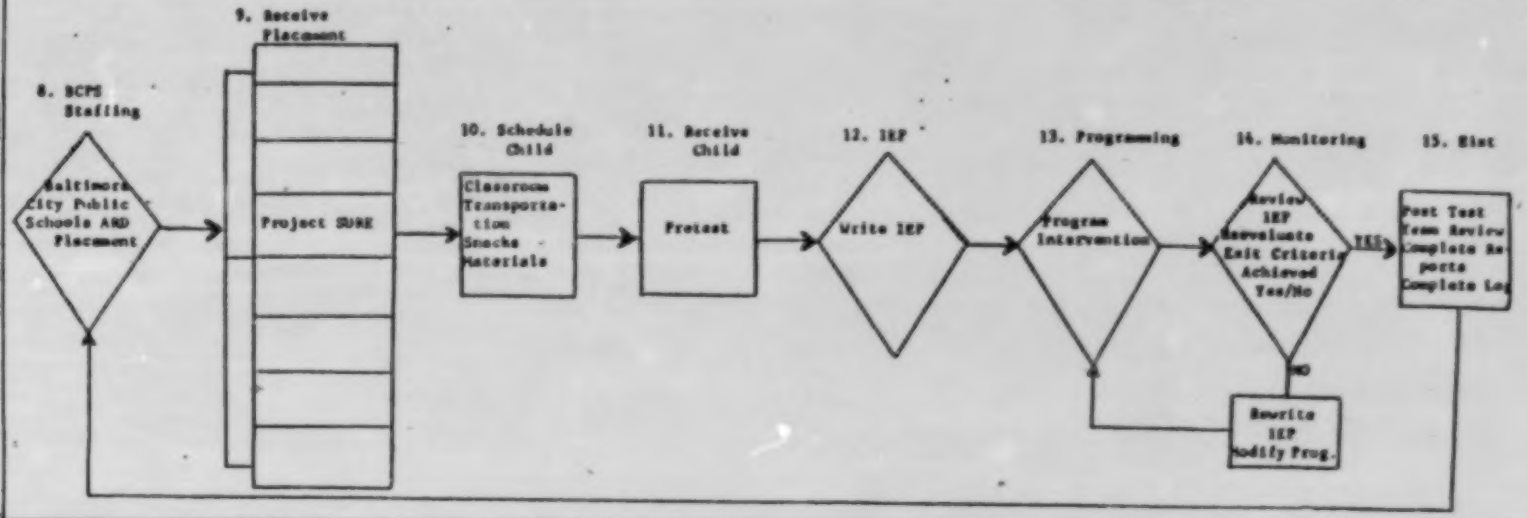
Forms, letters, etc. necessary to complete each task.	8.a. Accumulative Record b. Copies of all SURE forms, letters, etc. c. Evaluation report	9.a. Placement notice b. Accumulative Record	10. Accumulative Record	11. Accumulative Record	12. Accumulative Record	13. Accumulative Record	14. Accumulative record	15. Accumulative record
Administrative Process Project SURE Phase II								
SURE staff responsible for: Accomplishment of Task	8. N/A	9. Program Aide/ Staff	10. Program Aide & DPT or HDT	11. Staff	12. Staff	13. DPT or HDT	14. Staff	15. Staff
Accumulative Records	8. N/A	9. DPT or HDT	10. DPT or HDT	11. DPT or HDT	12. DPT or HDT	13. DPT or HDT	14. DPT or HDT	15. Program Aide

Table 4

Table 5

ASSESSMENT AND ONGOING MONITORING INSTRUMENTS

SURE Assessment Scale (SAS*)

Deaf/Blind Assessment Scale

Preschool Attainment Record

Merrill-Palmer Preschool Scale

Peabody Picture Vocabulary

Early Intervention Developmental Profile

Zimmerman Preschool Language Scale

Bayley Scales of Infant Development

Stanford Binet

Portage Checklist

Learning Accomplishment Profile

Communicative Evaluation Chart from Infancy to Five Years

Teaching Research Toilet Training Chart

Informal Observation (Written)

Individual Educational Plans

Project-Developed Forms and Scales*

*To be published.

Results of Pre and Post-Testing of Center-based Children (FY'78) using the Preschool Attainment Record*

Child	Pre-Test		Post-Test			Attainment Quotient	
	Chronological Age	Attainment Age	Chronological Age	Attainment Age	Gain	Pre-Test	Post-Test
KB	42.0	23.00	46.0	28.00	1.00	54	60
KD	31.0	25.50	35.0	30.75	1.25	82	87
NE	28.0	25.50	36.0	30.00	0.50	80	83
DG	28.0	21.75	34.0	28.87	1.12	77	84
CH	28.5	23.60	34.0	30.75	1.60	83	90
AH	26.0	19.5	28.5	22.50	0.50	75	78
LH	56	15.75	60.0	21.75	2.00	28	36
SR	40	16.80	44.0	22.00	1.20	42	50
MW			43.0	44.25			103

*ages and gain shown in months

Table 6

CONCLUSION

4. Conclusion

The results of the State Implementation Grant are apparent on two administrative levels: (a) State and (b) Local. The cummulative totals of these two translate into positive results for the Federal Government. To review:

a. The State of Maryland has:

1. a State approved Early Childhood staff position.
2. a contracted Early Childhood staff position.
3. a planned direction for program development.
4. stated commitments from all 24 Local Education Agencies for program development, 0-5 years.
5. functional inter-divisional cooperation.
6. an interface of project objectives.
7. functioning model program for replication.

b. The Local Education Agency (Baltimore City) has:

1. an operating model program that is scheduled to be replicated in five sites within the city during FY'79.
2. a trained core, multidisciplinary team.
3. strong parent support.
4. demonstrated gains for each child enrolled in the center-based program. (p.27)

Two years of funding totaling $207,000.00 purchased the services and professional needs of the following staff:

1.0 Project Director
1.0 Secretary
1.0 Diagnostic/Prescriptive Teacher
1.0 Program Assistant
1.0 Psychologist
.5 Occupational Therapist
.5 Speech and Language Therapist
1.0 Home Demonstration Teacher
(Daily contract) Curriculum Consultant
(Daily contract) Evaluation Consultant

Approximately $60,000.00 remained at the State Education Agency to provide for the Project Director and Secretary. The remaining $137,000.00 was subcontracted to Baltimore City (LEA) to establish a school based model program for handicapped children, birth through five.

At the end of two years, the monies from the State Implementation Grant have directly provided program intervention to 25 children and their families, evaluated 20 additional children, created an urban model that is and can be replicated to serve approximately 1,000 children, influenced the planning of all Local Education Agency's administrators and will in the next two years directly effect the program for 0-5 year olds (25% of the entire handicapped population of Maryland) and their families. These long range (two year) benefits were obtained at an approximate cost of $19.00 per child or $4.75 per family member, using current child enrollment figures.

Eventual direct, positive effect on the lives of young handicapped children and their parents, that can be measured and/or documented, at a cost of $19.00 per child can only be considered an absolute bargain in anyone's economy. There can be no question as to the cost-effectiveness of the administrative and program impact the State Implementation Grant has had in Maryland. In light of State and Federal legislative mandates, the Grant was able to provide the needed direction, policy and product at the appropriate point in time. Beginning in Fy'79, the

State of Maryland will assume the total fiscal responsibility for service delivery to young handicapped children and their families utilizing available Local, State and Federal funding formulas.

OMB NO. 85-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Department of Health, Education, and Welfare, U.S. Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G007605413

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION
Maryland State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, MD 21240

4. EMPLOYER IDENTIFICATION NO.: 52-6002033

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 09 01 76 TO 11 30 77

9. REPORT PERIOD (Month, Day, Year): FROM 09 01 76 TO 11 30 77

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) 62002302	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported							
b. Total program outlays this period							
c. LESS: Program income credits							
d. Net program outlays this period							
e. Total program outlays to date	44,410.56						44,410.56
f. LESS: Non-Federal share of program outlays							
g. Total Federal share of program outlays	44,410.56						44,410.56
h. Total unpaid obligations							
i. LESS: Non-Federal share of unpaid obligations							
j. Federal share of unpaid obligations							
k. Total Federal share of outlays and unpaid obligations	44,410.56						44,410.56
l. Total Federal funds authorized	80,000.00						80,000.00
m. Unobligated balance of Federal funds	35,589.44						35,589.44

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [ ] FIXED

b. RATE

c. BASE

d. TOTAL AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purposes set forth in the grant award documents.

NAME AND TITLE: Eugene B. Fleming, Fiscal Specialist

TELEPHONE: AREA CODE 301 NUMBER 796-8300 EXT. 338

SIGNATURE OF AUTHORIZED OFFICIAL: Eugene B. Fleming

DATE REPORT IS SUBMITTED:

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HEW-601T

55

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Office of Education
Dept. of Health, Ed. & Welfare, Washington, D. C.

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G007701401

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION
Maryland State Dept. of Education
Division of Special Education
P.O. Box 8717 B.W.I. Airport
Baltimore, Md. 21240

4. EMPLOYER IDENTIFICATION NO.: 52-660-2033

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: ☐ YES ☒ NO

7. BASIS OF REPORT: ☐ CASH ☒ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 9 | 01 | 77 TO 8 | 31 | 78

9. REPORT PERIOD (Month, Day, Year): FROM 9 | 01 | 77 TO 8 | 31 | 78

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) 77-2002302	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported							
b. Total program outlays this period							
c. LESS: Program income credits							
d. Net program outlays this period	99,719.75						99,719.75
e. Total program outlays to date	99,719.75						99,719.75
f. LESS: Non-Federal share of program outlays	-						-
g. Total Federal share of program outlays	99,719.75						99,719.75
h. Total unpaid obligations	10,178.67						10,178.67
i. LESS: Non-Federal share of unpaid obligations	-						-
j. Federal share of unpaid obligations	10,178.67						10,178.67
k. Total Federal share of outlays and unpaid obligations	109,898.42						109,898.42
l. Total Federal funds authorized	127,000.00						127,000.00
m. Unobligated balance of Federal funds	17,101.58						17,101.58

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☐ FINAL
☐ PREDETERMINED ☐ FIXED

b. RATE:
c. BASE:
d. TOTAL AMOUNT:
e. FEDERAL SHARE:

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: Dolores Soul, Fiscal Specialist
TELEPHONE: AREA CODE 301 NUMBER 796-8300 EXT. 361
SIGNATURE OF AUTHORIZED OFFICIAL:
DATE REPORT IS SUBMITTED: 12/20/78

HEW-6011

MARYLAND STATE DEPARTMENT OF EDUCATION
BI-WEEKLY TIME REPORT (DAILY BASIS)

PAY PERIOD:

Name Printed: _____

Class: _____

Wed. _____ 19__ through Tues. _____ 19__
Month/Day Month/Day

Week One	Date	Working Hours (Indic. AM or PM) Start	Stop	Total Hours Worked	Comments	Compensatory Time Earned	Auth.	Leave Charged	Total Hours Compensation
WED.									
THURS.									
FRI.									
SAT.									
SUN.									
MON.									
TUES.									
			TOTAL		TOTAL			TOTAL	
Week Two									
WED.									
THURS.									
FRI.									
SAT.									
SUN.									
MON.									
TUES.									
			TOTAL		TOTAL			TOTAL	

58

Employee Signature

Supervisor Signature

MSDE-ADM 077-01 01/78

APPENDIX

FY'78
EARLY CHILDHOOD STATE OF THE STATE REPORT
EARLY CHILDHOOD EDUCATION
INTRODUCTION

Public schools in Maryland began serving educationally and economically disadvantaged preschool children as early as 1962 via the Early School Admissions Program. From this successful beginning the Parent-Child Early Education Program began its concept of emphasizing parent intervention in the classroom. In the late 1960's the State Board authorized the Department of Education to use ESEA Title III and Education of the Handicapped Title VI-B funds to establish an early identification and intervention program in Carroll County. Shortly afterwards a similar project was begun in Prince George's County. In 1971, the Board obtained funds through the state aid budget to begin programs for hearing impaired children 0-5 in Montgomery County and for the hearing impaired 0-21 in Kent County. In the following year similar programs began in Baltimore County and Baltimore City. These first efforts by the public schools to reach preschool handicapped children continue in operation today, forerunners in a network of special education services delivered to young handicapped children.

The Maryland State Department of Education has utilized Federal, State and local resources to conceptualize and develop the framework for full service delivery to all handicapped children, 0-20, by July 1, 1980. To this end, the following early childhood components are currently in place or nearing completion. These components constitute a plan of increased service delivery that is logically sequenced and developmentally based while stressing quality intervention.

A. Past Accomplishments Through FY'78

1. Mandatory State Legislation

Maryland is among the very few states having mandatory special education services provided to children identified as handicapped, from the moment of birth. Therefore, preschool education is not a commodity that has to be negotiated as a program of potential merit. That merit has been recognized as a concrete reality by the State Legislature since its passing of the Annotated Code of Maryland in 1957 and the State Board of Education when it approved the revised Bylaw in 1978.

As further defined in the Bylaws, this service commitment is quite clear.

> "In accordance with Article 77, Section 106D, Annotated Code of Maryland, State and local education agencies shall provide free and appropriate educational programs and related services for all handicapped children, from birth through the age of 20, who are found to be in need of special educational services. These appropriate services are to begin as soon as the child can benefit from them, provided services for children under the age of five shall be phased in as required by law."

2. Exemplary Model Programs

Program modifications, new concepts, increased fiscal support and research verification have all assisted in the planning, development and implementation of over seventy existing model and replicated preschool programs.

a. Four model Preschool Continuum programs operated in Anne

Arundel, Charles, Frederick and Garrett counties for ages 2½ through 5 (Title VI-B).

b. Two model Preschool Early Identification and Intervention programs in Carroll and Prince George's Counties for ages 0 through 5, and one model preschool program for language impaired children ages 3 and 4 in Anne Arundel County (Title VI-B).

c. One program for Multi-Handicapped Auditorily-Impaired children ages 0 through 12 in Baltimore City (Title VI-D).

d. Three residential centers and some 32 developmental centers (i.e. Day Care Centers) throughout the State serving the severely and profoundly retarded on developmental levels (MRA).

e. Four parent-infant programs for the hearing-impaired in Baltimore City, for ages 0 through 5, and in Baltimore, Montgomery, and Prince George's counties for ages 0-3 (State/local funds).

f. Six programs for the hearing-impaired ages 0 through 21 in Dorchester, Harford, Kent, St. Mary's, Talbot and Wicomico counties (State/local funds).

g. Three Preschool Diagnostic/Developmental Centers in the public schools, namely, Chatsworth and White Oak Special Schools in Baltimore County and Rock Creek Center in Frederick County, serving ages 0 through 5 (State/local funds).

h. Two U.S. Office of Education First Chance projects in Baltimore City, namely, the Baltimore City Public School Early Education Continuum for Learning for ages 3 through 5 and the Parent-Infant Program for the Hearing-Impaired at the Hearing and Speech Agency of Greater Baltimore for ages 0 through 3 (Title VI-C).

i. One U.S. Office of Education First Chance, State Department of Education, Project SAFE serving low incidence handicapped children age 0 through 5, located in Anne Arundel County (Title VI-C).

j. One U.S. Office of Education, State Department of Education, Implementation Grant Project SURE, for low incidence handicapped children age 0 through 5, located in Baltimore City (Title VI-C).

k. Placement programs and services provided as appropriate to eligible children through the State Department of Education Deaf/Blind Program, beginning from birth (Title VI-C).

l. Special needs Innovative Programs in Baltimore City, Frederick and Montgomery Counties, depending on developmental levels (Title VI-C).

m. A multitude of preschool programs for nonpublic placement ages 0 through 5, including: The Children's Guild, United Cerebral Palsy Centers, Gateway Preschool, Easter Seal Center, Christ Church Child Center, Bowie Therapeutic Nursery Center, Maryland Schools for the Deaf and Blind, MARC Preschool and the Providence Center (Title I).

3. State Board Resolution

To facilitate the implementation of the recent State Bylaws and to make it concomitant to the mandates of Public Law 94-142, the State Board of Education passed resolution 1977-51.

The Division of Special Education estimated the following timelines were as maximum limits for preschool service delivery.

FY'78	5-20
FY'79	3-4
FY'80	0-2

Although program intervention for preschool handicapped children, across these age groups has been in progress for almost fourteen years, it is not implemented for all children of all ages. Resolution 1977-51 insures that implementation by July 1, 1980. It was felt that these timelines were necessary to uniformly set priorities for all Local Education Agencies within Maryland. This resolution will not only allow for the progressive implementation

of the Laws involved, but will maximize the possible assistance the State Education Agency can provide to the Local Education Agencies for program development.

4. The Maryland State Department of Education Early Childhood Committee

The Maryland State Department of Education Early Childhood Committee is comprised of one-three representatives from each of the ten divisions in the Department.

To date, the committee has primarily been involved with reacting to Federal and State legislation, writing reports to the State Board of Education and promoting State Education Agency and Local Education Agency involvement in the Week of the Young Child. As a result of these efforts, the Superintendent of Schools has designated official status to this inter-divisional body.

Equally important to the above listed functions is the information sharing forum that exists during this groups biweekly meetings. The realization of parallel divisional goals, the minimizing of overlapping efforts, the sharing of available resources and the general upgrading of awareness that each member has derived is a most significant outcome.

Thirdly, the existence of this committee is a model or example of compatiability among divisions with divergent responsibilities Local Education Agencies implementing preschool programs will benefit from such an example. Other major departments within the State can benefit from this example.

5. Special Services Information System

The Special Services Information System provides compiled, statistical information on handicapped children while maintaining complete confidentiality. County (or city) totals on numbers of children and services are available for public use. State agencies and local agencies regularly receive the semiannual reports. Advocacy groups, students and others may request this type of information. Special reports are prepared for particular needs. Information broken into units smaller than a total county (or city) are provided only for the agency directly involved.

6. The Early Childhood Incentive Grant

Early Childhood Incentive monies for the State of Maryland are being applied toward developing, producing and disseminating three documents. A directory of Maryland's preschool models and services, an early childhood policies and procedures manuel and a curriculum handbook will assist parents, Local Education Agencies administrators and teachers to bridge the gap between administrative process and program content. Additionally, they will supply the necessary parellel framework for each county in pursuing program design development and implementation. Process (administrative) and content (program) information will be documented and packaged for each Local Education Agency. As individual components that can

stand alone, these documents will be geared toward parents, administrators and teachers, respectively.

7. Head Start Program Interface

Recognizing the need for collaborative management, planning and service delivery efforts between Local Education Agencies and Head Start Programs towards meeting State and federal mandates to provide educational programs for handicapped children, the Maryland State Department of Education and Maryland's Head Start Programs have developed a letter of intent addressing a coordinated effort towards closely related goals. The Letter of Intent specifies objectives addressing a systematic communication network for information sharing, joint training workshops and activities, joint representation on advisory boards and collaborative Child Find efforts. This precedent setting action is the first of its kind nationally. The Maryland State Department of Education's commitment to this process was reinforced through State Board of Education's Resolution 1977-8.

A statewide conference was held last March for Local Education Agency, Special Education Supervisors and Head Start Directors to establish contact and begin to develop strategies and activities to implement the objectives under the Letter of Intent.

Many of the local school systems have already designed models for the smooth transfer of handicapped children from Head Start Programs into the Local Education Agencies. The Program Development Continuity Project located in Takoma Park Elementary School is an example of this planned system. Additionally, systems have been designed for the sharing of resources and related educational services such as those provided by physical and occupational therapists and speech pathologists.

To insure the continued success of these cooperative arrangements, the Assistant Superintendent for the Division of Special Education, has appointed a staff member to maintain a close liaison between the Division and Maryland's Head Start Programs.

8. Cooperative Agreements with other State Agencies

The Maryland State Department of Education enjoys a good working relationship with other state agencies and holds multi-agency memberships. The Maryland State Department of Education serves on evaluations of nonpublic settings in and out-of-state, and provides training opportunities for educational personnel within such facilities. Further, the Division of Special Education, in cooperation with Social Services, has been responsible for facilitating the transition of approximately 1200 handicapped students placed out-of-state into programs within the state.

Working closely with other agencies such as the Mental Retardation

Administration within the State, the Maryland State Department of Education has enabled daily attendance in regular school programs of substantial numbers of handicapped children and youth who reside in institutional settings. Maryland State Department of Education is also represented on Admission, Review and Dismissal Committees by professionals from many areas of specialization.

B. Future Direction FY'79

The Division of Special Education will continue to assist Local Education Agencies in their development and implementation of programs for young handicapped children and their parents. To this end, the activities described previously in subsections 2 and 4-8 will continue and be expanded. This will be done in accordance with the State Board Resolution 1977-51. An emphasis is being placed on program availability for three and four year old children and their parents during FY'79. Program development for children birth through two, and their parents will be implemented during the FY 1980 to meet the State legislative mandate of full service delivery for children birth through 20 by July 1, 1980.

Two early childhood specialists located at the Division will address and complete the following objectives by June 30, 1979.

1. Develop an administrative guide for the delivery of service to children ages birth to five.

2. Develop a curriculum guide using previously selected curriculum models.

3. Develop a curriculum materials resource guide.

4. Develop a directory of preschool model programs and services available in Maryland.

In conclusion, the State has historically had a long commitment to the education of young handicapped children. The documentation of this commitment illustrates an early recognition of the need for mandating legislation and quality service delivery. As one can see, Maryland has chosen to concentrate on and insure the implementation of each component in accordance with a logically developed system, rather than utilize a shotgun approach of giving a token amount of diluted service across an entire state service region. The Division of Special Education earnestly believes that this method of systematized quality and controlled quantity has been of maximum benefit to the administrators, teachers, therapists and parents of the programs involved.

AGENCY PERFORMANCE PLAN

Function/Sub-function/Program
Instructional Policies and Guidelines/Curriculum and Instruction for Special Populations/Education of the Handicapped

Goal: I To insure the provision of a Free Appropriate Public Education.

Person Responsible for Listed Objectives:	Division or Office:	Date Prepared:	Evaluation Date:
Richard J. Olson	Special Education	June 30, 1978	June 30, 1979

ACCEPTANCE SIGNATURES	Employee:	Supervisor:
	Richard J. Olson	Camille McGreevy Peck

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.0 Develop and implement as appropriate a comprehensive model to educate handicapped children age zero to five.				
1.1 Develop an administrative guide to the delivery of service to children age zero to five.				
1.1.1 Assign responsibility to two section staff. (Mr. Olson and Mrs. Gordon)	1.1.1.1	Review APP	7-1-78	
	1.1.1.2	Diagram timelines to insure sequential accomplishment.	7-1-78	Diagrams completed.
1.1.2 Design an outline of the guide which includes procedures from existing law regulations, and policy and procedures unique to Early Childhood programs.	1.1.2.1	Contact TADS to obtain Guides from other states.	7-2-78	Phone and receive input.
	1.1.2.2	Contact NASDE to obtain Guides from other states.	7-2-78	Phone and receive input.
	1.1.2.3	Contact CEC to obtain Guides from other states.	7-2-78	Phone and receive input.
	1.1.2.4	Contact Connie Anderson to obtain Guides from other states.	7-2-78	Phone and receive input.
	1.1.2.5	Meet with Dr. Peck and Mrs. Gordon to define content.	7-15-78	Arrange and conduct meeting.
	1.1.2.6	Design an outline.	7-22-78	Outline completed.
	1.1.2.7	Submit outline to Dr. Jacobs.	8-1-78	Outline approved by Dr. Jacobs.

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.1.3 Arrange for publication which includes graphics, purchase of materials, duplication, dissemination systems, outside Division approvals, etc.	1.1.3.1 Meet with Mr. Ware and estimate graphic needs.	9-1-78	Arrange and conduct meeting.
	1.1.3.2 Meet with Mr. Crenson and review bid.	9-2-78	Arrange and conduct meeting.
	1.1.3.3 Mr. Crenson reviews draft for comments.	9-30-78	Mr. Crenson returns draft with comments.
	1.1.3.4 Meet with Dr. Peck to review design.	9-30-78	Arrange and attend meeting.
1.1.4 Complete first draft of guide.	1.1.4.1 Meet with each Branch Chief for input.	8-6-78	Arrange and conduct meeting.
	1.1.4.2 Meet with Mrs. Hession re: Child Find.	8-7-78	Arrange and conduct meeting.
	1.1.4.3 Meet with Mrs. Cordon for continuity.	8-7-78	Arrange and conduct meeting.
	1.1.4.4 Meet with others as appropriate.	8-10-78	Arrange and conduct meeting.
	1.1.4.5 Complete written draft.	8-29-78	Preliminary first draft completed.
	1.1.4.6 Meet with Dr. Peck for review.	8-30-78	Arrange and attend meeting.
	1.1.4.7 Revise	9-15-78	
	1.1.4.8 Complete first draft	9-30-78	First draft completed.
	1.1.4.9 Submit to Dr. Peck for approval.	10-17-78	Draft submitted to Dr. Peck for review.

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.1.5 Obtain suggestions from selected Early Childhood project staff for modification of guide.	1.1.5.1 Arrange meeting with Dr. Peck, Mr. White and Mrs. Gordon.	10-19-78	Arrange and conduct meeting.
	1.1.5.2 At meeting select 5 sources for draft review.	10-20-78	Sources selected.
	1.1.5.3 Phone sources.	10-20-78	Phone calls complete.
	1.1.5.4 Mail draft.	10-21-78	
	1.1.5.5 Review input.	11-1-78	Input received and reviewed.
1.1.6 Complete final draft.	1.1.6.1 Write final draft.	11-15-78	Draft completed.
	1.1.6.2 Reviewed by Dr. Peck.	11-18-78	Dr. Peck edits.
	1.1.6.3 Typed, sequentially paginated, duplicated.	12-1-78	Documents produced.
1.1.7 Submit to Dr. Jacobs.	1.1.7.1 Dr. Jacobs receives and approves document.	12-11-78	Guide returned to Mr. Olson.
1.1.8 Print document.	1.1.8.1 Submit document to Mr. Crenson for editing bids and printing.	12-12-78	Guide submitted.
1.1.9 Distribute Guide.	1.1.9.1 Final editing.	1-7-79	Mr. Crenson advises Mr. Olson.
	1.1.9.2 Bids secured.	1-21-79	Mr. Crenson advises Mr. Olson.
	1.1.9.3 Printing accomplished.	2-14-79	Mr. Crenson advises Mr. Olson.
	1.1.9.4 Returned to Maryland State Department of Education	2-21-79	Guides received.
	1.1.9.5 Mailed to receipents.	2-28-79	Guides mailed.

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.3.1 Assign two section staff and arrange support.	1.3.1.1	Review APP's.	7-1-78	
	1.3.1.2	Diagram timelines to insure sequential accomplishment.	7-1-78	Diagram completed.
1.3.2 Draw up a list which includes items owned by Information Management, items identified in selected Early Childhood projects and literature, and items specifically attached to the curriculum.	1.3.2.1	Meet with Mrs. Anderson to collect information.	7-3-78	Arrange and conduct meeting.
	1.3.2.2	Request TADS information search.	7-5-78	Phone request made.
	1.3.2.3	Request ERIC information search.	7-5-78	Information query sent.
	1.3.2.4	Request NIMIS information search.	7-5-78	Information query sent.
	1.3.2.5	Request CEC information search.	7-5-78	Information query sent.
	1.3.2.6	Review curriculum at CUSP.	7-7-78	Complete hands on review.
	1.3.2.7	Review curriculum at Division.	7-9-78	Complete hands on review.
	1.3.2.8	Review curriculum at HCEEP Programs.	7-11-78	Send letters of request.
	1.3.2.9	Meet with Mrs. Gordon for coordination.	8-1-78	Arrange and conduct meeting.
	1.3.2.10	Compile list.	10-1-78	List complete.
1.3.3 Refine list based on suggestions from teachers and members of the Maryland State Department of Education, Early Childhood Committee.	1.3.3.1	Submit list to Mrs. Anderson for review.	10-2-78	Meeting arranged and conducted.
	1.3.3.2	Submit list to Maryland State Department of Education, Early Childhood Committee for review.	10-3-78	Meeting arranged and conducted.
	1.3.3.3	Submit list to Mrs. Gordon for review.	10-4-78	Meeting arranged and conducted.
	1.3.3.4	Submit list to Project SAFE for review.	10-5-78	Meeting arranged and conducted.
	1.3.3.5	Submit list to Dr. Peck for review.	10-6-78	Meeting arranged and conducted.

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
	1.3.3.6 Submit list to others as necessary for review.	10-7-78	Meeting arranged and conducted.
	1.3.3.7 Receive feedback.	10-20-78	Lists with comments returned.
	1.3.3.8 Modify list.	11-1-78	List completed.
1.3.4 Complete list for inclusion in curriculum guide (See Objective 1.2).	1.3.4.1 Submit list to Dr. Peck for approval.	11-2-78	Dr. Peck approved list.
	1.3.4.2 Dr. Peck returns list to Mr. Olson	11-7-78	Mr. Olson receives list.
	1.3.4.3 Submit list to Mrs. Gordon for inclusion.	11-15-78	Mrs. Gordon receives list.
	1.3.4.4 Mrs. Gordon incorporates list.	11-15-78	List is added to curriculum.

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OBJECTIVE: Specific results to be achieved		ACTION: Major activities required to achieve objectives		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.5.1	Assign staff and arrange for support from Program Administration and Evaluation Branch (PAE)	1.5.1.1	Review Agency Performance Plan (APP)	7/1/78	
		1.5.1.2	Diagram timelines to ensure sequential accomplishment	7/1/78	Diagram completed
1.5.2	Arrange for publication which includes graphics, purchase of materials, duplication, dissemination systems, outside-Division approval, etc.	1.5.2.1	Meet with Mr. Ware and establish graphic needs	7/10/78	Arrange and conduct meeting
		1.5.2.2	Meet with Mr. Crenson and review bid process	7/15/78	Arrange and conduct meeting
		1.5.2.3	Mr. Crenson reviews draft for comment	8/1/78	Mr. Crenson returns draft with comments
		1.5.2.4	Meet with Dr. Peck to secure proposal content outline	8/15/78	Dr. Peck reviews preliminary draft
1.5.3	Conduct a meeting with PAE and other specialists. Determine content of dissemination document.	1.5.3.1	Establish meeting with PAE, Dr. Peck, and Mrs. Gordon	9/1/78	Arrange and conduct meeting
		1.5.3.2	Construct content design	10/1/78	Cooperatively develop design
		1.5.3.3	Meet with Mr. Ware to review structure	12/1/78	Provide Mr. Ware with the design
1.5.4	Design dissemination document and prepare the first draft	1.5.4.1	Prepare draft	1/10/79	Document written
		1.5.4.2	Submit copy to PAE for review	1/15/79	Document submitted to PAE
		1.5.4.3	Obtain edited version from PAE	1/20/79	Document received from PAE
1.5.5	Edit and modify draft as necessary	1.5.5.1	Rewrite draft	2/15/79	Draft rewritten
		1.5.5.2	Edit draft	2/20/79	Draft edited
		1.5.5.3	Include graphics as necessary	3/1/79	Graphics added
1.5.6	Submit to Dr. Jacobs	1.5.6.1	Dr. Jacobs receives document	3/2/79	Completed document to Dr. Jacobs
		1.5.6.2	Dr. Jacobs approves document	3/5/79	Dr. Jacobs approves document

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.5.7 Distribute document	1.5.7.1	Gave draft to Mr. Crenson for editing	3/5/79	Document to Mr. Crenson
	1.5.7.2	Review and approve editing by MSDE	3/8/79	Document received from Mr. Crenson
	1.5.7.3	Have MSDE solicit and award bids	3/10/79	Mr. Crenson documents process
	1.5.7.4	Print document	3/15/79	Document printed
	1.5.7.5	Distribute document	4/18/79	Document distributed

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.7.1 Submit annual report for Project SURE.	1.7.1.1	Gather data.	8-30-78	Data complete.
	1.7.1.2	Write annual report.	9-15-78	First draft complete.
	1.7.1.3	Submit to Dr. Peck for review.	9-16-78	Dr. Peck received draft.
	1.7.1.4	Revise and edit.	9-30-78	Final draft completed.
	1.7.1.5	Type, duplicate	10-15-78	Document completed.
	1.7.1.6	Submit to Dr. Jacobs for approval.	10-16-78	Dr. Jacobs received report.
	1.7.1.7	Submit to the Bureau of Education for the Handicapped.	11-30-78	BEH receives report.

AGENCY PERFORMANCE

Function/Sub-function/Program
Instructional Policies and Guideline/Curriculum and Instruction for Special Populations/Education of the Handicapped

Goal:
I To insure the provision of a Free Appropriate Public Education

Person Responsible for Listed Objectives:	Division or Office:	Date Prepared:	Evaluation Date:
Lila M. Gordon	Special Education	June 30, 1978	June 30, 1978

ACCEPTANCE SIGNATURES	Employee:	Supervisor:
	Lila M. Gordon	Camille McGreevy Peck

OBJECTIVE: Specific results to be achieved		ACTION: Major activities required to achieve objectives		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.0	Develop and implement as appropriate a comprehensive model to educate handicpapped children age three to five.				
1.2.1	Mrs. Gordon accepts branch responsibility as assigned.	1.2.1.1	Review APP.	7-1-78	Early Childhood Specialist reviewed APP.
1.2.2	Develop a final outline for the curriculum guide using previously selected curriculum models and including specific instructional strategies, objectives, evaluation procedures, resources, and other adaptations for types of learning needs.	1.2.2.1	Review those State and out-of state curriculum guides selected as relevant.	7-1-78	Review of Curriculum guides is completed.
		1.2.2.2	Confer with consultants from TADS and RRC to finalize specific instructional strategies, objectives and evaluation procedures.	7-5-78	Written commentary from TADS and RRC consultants summarized.
		1.2.2.3	Determine consultants and resources to complete adaptations for types of learning needs (i.e., deaf, blind, etc.)	7-10-78	Consultants hired and assignments made where necessary.
		1.2.2.4	Detailed outline with all consultant input completed.	7-15-78	Detailed outline is approved by Dr. Jacobs.

AGENCY PERFORMANCE PLAN

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievment will be evaluated
1.2.3 Arrange for publications which includes graphics, purchase of materials, duplication, dissemination systems, outside - Division approvals, etc.	1.2.3.1 Inform Mr. Ware that final outline for curriculum guide has been approved. Discuss materials, etc. with him. Request that he make necessary arrangements.	8/1/78	Information and request acknowledged by Mr. Ware. Purchase orders, necessary contracts; and all other arrangements needed at this time are completed by him, this includes out of Division approval.
	1.2.3.2 Decide on method of dissemation for curriculum in final form. Prepare the first draft of the curriculum.	8/1/78	Method of dissemination is decided and approved.
1.2.4 Complete first draft utilizing the expertise of selected technical assistance people. Select two pilot programs.	1.2.4.1 Arrange fully-staffed 3 day meeting of selected technical assistance people to finalize first draft of curriculum at designated time and place.	8/7/78	Consultants meet for 3 day meeting to finalize first draft of curriculum guide at designated time and place. First draft is completed and approved by Dr. Jacobs.
	1.2.4.2 Visit any programs not already observed that warrant consideration as pilot programs.	8/10/78	Pilot programs are designated and approved.
	1.2.4.3 Determine portion of curriculum to be piloted. Secure materials, support personnel, etc. needed.	8/15/78	Materials are ordered and support personnel scheduled for 4 week pilot.
	1.2.4.4 Make copy of first draft available to Mr. Ware in order that he may complete negotiations for duplicating, and do final graphic art.	9/1/78	Mr. Ware proceeds with final negotiations, contracts, and graphic art for curriculum.
	1.2.4.5 Produce sufficient copies to dissemination to identified group of reviewers.	9/1/78	Sufficient copies of first draft are produced.

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AGENCY PERFORMANCE PLAN

OBJECTIVE: Specific results to be achieved.		ACTION: Major activities required to achieve objectives.		PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: - agreed upon criteria against which achievment will be evaluated.
1.2.5	Complete an extensive review of the draft with LEA staff, Head-Start staff, MSDE Early Childhood staff, and selected specialist.	1.2.5.1	Identify specific individuals in each area to be responsible for review of first draft and dissemenate.	9/1/78	Individuals are identified and first draft is disseminated to them for review.
		1.2.5.2	Develop a procedure to obtain input from Reviewers	9/1/78	Oral and written commentary are summarized in a report.
1.2.6	Complete modified draft and design pilot implementation.	1.2.6.1	Determine changes to be made and modify draft accordingly.	10/1/78	Modified draft is completed and approved by Dr. Jacobs.
		1.2.6.2	Modified draft is reproduced in sufficient quantity for pilot staff.	10/15/78	Modified draft is reproduced for pilot staff.
		1.2.6.3	Set-up curriculum review and training with pilot staff.	11/1/78	Pilot staff is briefed and trained in modified curriculum use.
		1.2.6.4	Determine monitoring and evaluation procedures	11/1/78	Monitoring-Evaluation procedures approved.
1.2.7	Pilot the guide in two selected preschool classes for 1 month (4 weeks).	1.2.7.1	Teachers of pilot preschool classes use the curriculum guide 4 weeks as directed.	11/10/78 to 12/20/78	Pilot is completed in two classes.
1.2.8	Analyze data collected .	1.2.8.1	Evaluate programs by objectives used to measure validity.	1/15/79	Report is written.

AGENCY PERFORMANCE PLAN

OBJECTIVE: Specific results to be achieved.	ACTION: Major activities required to achieve objectives.	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: - agreed upon criteria against which achievment will be evaluated.
1.2.9 Complete final curriculum.	1.2.9.1 Final version of curriculum is written.	2/1/79	Final version of curriculum is approved at branch level.
	1.2.9.2 Submit final version of curriculum to Dr. Jacobs.	2/3/79	Dr. Jacobs. approves final version of curriculum guide.
	1.2.9.3 Final version of curriculum is sent to MSDE editors.	3/4/79	Curriculum sent to editors.
	1.2.9.4 Edited version sent to printer.	3/10/79	Edited version of curriculum is approved at branch and by Dr. Jacobs.
	1.2.9.5 Curriculum is distributed.	4/16/79	Curriculum is distributed by approved plan.

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: Agreed upon criteria against which achievement will be evaluated
1.4.6 Edit and modify directory as necessary.	1.4.6.1 Directory is sent to out-of-Division editors, modified as necessary upon return Branch.	8-16-78 to 8-23-78	Directory is edited, modified, and approved by Dr. Jacobs.
1.4.7 Directory is sent to printer.	1.4.7.1 Robert Ware receives edited, modified and approved directory and submits to printer.	8-23-78	Robert Ware negotiates with printer for final draft of directory.
1.4.8 Distribute Directory.	1.4.8.1 Distribute directory according to already approved plan of dissemination.	10-1-78	Directory is distributed.

AGENCY PERFORMANCE PLAN

OBJECTIVE: Specific results to be achieved.	ACTION: Major activities required to achieve objectives.	PROJECTED COMPLETION DATE	PERFORMANCE STANDARDS: agreed upon criteria against which achievment will be evaluated.
1.6.1 Submit First Year Annual Report for Early Childhood Incentive Grant.	1.6.1.1 Collect and review all data pertinent to this grant.	9/30/78	All data reviewed.
	1.6.1.2 Write annual report.	10/15/78	First draft completed.
	1.6.1.3 Submitted to Dr. Peck.	10/20/78	Dr. Peck reviews draft.
	1.6.1.4 Revise and edit.	11/2/78	Final draft completed.
	1.6.1.5 Type and duplicate	11/15/78	Document completed.
	1.6.1.6 Submit to Dr. Jacobs for approval.	11/16/78	Dr. Jacobs reviews report.
	1.6.1.7 Submit to the Bureau of Education for the Handicapped.	12/30/78	BEH receives report.

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DISCUSSION PAPER

EARLY CHILDHOOD EDUCATION

MEETING OF THE STATE BOARD OF EDUCATION

JANUARY 25, 1978

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1. Early Childhood Education - The Growing Consensus

The experience of educators in Maryland and the nation in the last decade, buttressed by significant research findings, has led to a broad consensus supporting the value of structured early childhood education programs. The Maryland State Board of Education has been a leader in shaping this consensus. In May, 1970, the Board directed the State Department of Education to work with the Baltimore City Public School System to develop an early childhood program for disadvantaged children between the ages of three and five. The Board instructed the Department to develop a program that could be replicated in other schools and to monitor carefully the progress of students to evaluate the program's effectiveness.

This Model Early Childhood Learning Program focused on basic skill development for young children with an emphasis on language, reading, mathematics, and perceptual motor skills. Parents were recognized as primary educators of their children and were involved in all aspects of the program. In its three years of operation as an ESEA Title III funded project (1970-1973), the program raised I.Q. levels 16 points and improved the reading and math readiness skills of the children.

The children retained these skills. Though somewhat hampered in following their development because of the displacement caused by urban renewal and other factors of mobility, the staffs of the Department of Education and Baltimore City nonetheless gathered evidence on a statistically significant number of children. A study in 1975 of 91 of the children then in the third grade found that their average reading comprehension level was 3.7 compared to the citywide average of 2.7.

The program was so convincing that it became the basis for an entirely new course of study developed for all 143 elementary schools in Baltimore City. In addition, the Maryland General Assembly provided state funds for the

continuation and expansion of the program in Baltimore City and to support programs based on aspects of the model in St. Mary's and Wicomico counties.

Fortunately the State Board was not alone at this time in sensing the critical importance of early childhood education. Educators in a number of local subdivisions also were searching for effective approaches. In 1962, for instance, Baltimore City with the help of a Ford Foundation Grant, had created the Early School Admissions Program, one of the first prekindergarten programs in Maryland public schools. The program served four year old children who were educationally and economically disadvantaged, it promoted intellectual, social and emotional growth, with special attention given to health and nutritional needs. It's unique involvement of parents and community resources led to its becoming a model for the national Head Start Program. The Program continues today supported with ESEA Title I funds.

A different strategy was developed in St. Mary's County, where, in 1966, the Parent-Child Early Education Program used a modified version of the Israeli Kibbutz. The program placed heavy emphasis on the need for parents and school personnel to work as partners in the education of young children.

Yet another approach was taken by Frederick County in its Parent Child Home Visitation Program. The Program has two purposes: (1) to teach parents effective parenting techniques, and (2) to provide parents of children newborn to four years of age with structured child development programs they can use in their own homes.

Children and families are referred into the program by county school personnel, by the Rock Creek Diagnostic Center and by other agencies concerned with the welfare of young children. All of the children exhibit lags in their physical, motor, language, social and intellectual development. Participants include handicapped children, children with social adjustment or emotional problems, children with poor prenatal histories, children of young or single mothers and children from economically disadvantaged homes.

Child development specialists and home visitors plan an individual educational program for each child. Prescribed activities seek to promote motor, social, language, cognitive, sensory and self concept development.

Through home visitations, parents are taught how to use planned activities and home environments to meet the child's developmental needs. In addition, parents and children periodically are brought together in group sessions so that parents may share ideas and the children may have an opportunity to socialize.

One of the important developmental activities used in the program is the Educational Toy Lending Library. A toy lending library is located in each public library in Frederick County and in the "Bookmobile" which operates in several county locations. The toys are designed for children between the ages of one and five. Parents are trained to use the toys which teach a variety of skills.

The results of the Parent Child Home Visitation Program can be measured in terms of the systems created in the county as well as in the developmental gains of the children. Concerning the former, a valuable early identification resource has been developed to provide referrals for diagnosis and service to handicapped children. An effective program for parent education has been developed and a variety of county agencies and individuals are cooperating in a coordinated strategy.

But the most important outcome is in gains by the children. Results to date indicate that 91 percent of the children served by the home visit program demonstrate a 20 percent or more developmental gain. Thirty-nine percent of these children showed growth of 50 percent or more.

While the State Board and local systems were designing these models for meeting the educational needs of broad populations of students, both began to respond to the needs of handicapped children. In the late 1960's the State Board authorized the Department of Education to use ESEA Title III and

Education of the Handicapped Title VI-B funds to establish an early identification and intervention program in Carroll County. Shortly afterwards a similar project was begun in Prince George's County. In 1971 the Board obtained funds through the state aid budget to begin programs for hearing impaired children 0-5 in Montgomery County and for the hearing impaired 0-21 in Kent County. In the following year similar programs began in Baltimore County and Baltimore City.

These first efforts by the public schools to reach preschool handicapped children continue in operation today, forerunners in a network of special education services delivered to handicapped preschoolers.

Support among educators for structured early childhood education programs has grown on the basis of these and similar successful experiences in other Maryland counties. Important research at the national and state level undergirds this trend.

2. Research Findings

The fundamental conclusion that emerges from the national research over the past decade is that early childhood education is both necessary and effective. The conclusion embraces all children but is particularly important for its implications for children with handicapping conditions and those socio-economically disadvantaged.

The well known research and theories of developmental psychologists and educators such as Dr. Benjamin Bloom. Dr. Lois-Ellen, Dr. Jean Piaget, and Dr. Arnold Gessel, for instance, have demonstrated the critical importance of the first five years of life.

Burton White, summarizing 17 years of research on human learning skills, concludes that it is to the first three years of life that we should turn most of our attention.

"In their simple, every day activities," he says, "infants and toddlers form the foundation of all later developments."

Of particular importance for disadvantaged children, Deutsch and Weikart have produced evidence that carefully planned educational experiences before the age of five can enable children with learning problems to perform sucessfully in later life. Similarly, work by Gordon Levenstein, Gray and Weikart demonstrate that children who have experienced early intervention programs had a 50 to 90 percent less chance for special education placement than did their peers in control groups not receiving early intervention services.

Additional research by Bangs, Northcott, Horton and Hainsworth presents clear evidence that early childhood programs make a significant difference in I.Q. attainment, class placement and residual cost savings.

An important implication of the last set of studies is the cost effectiveness of early intervention. Since the cost of a regular education program is substantially lower than that of a special education program, thousands of dollars

may be saved on a single child for whom special services are made unnecessary through early intervention.

A comparable conclusion can be drawn from a study by staffs of the Maryland State Department of Education and the Baltimore City Public Schools of children in the State's juvenile institutions. Of 102 children between the ages of 12 and 18, 63 had repeated one or more grades by the time they had completed fourth grade. The study suggests that children with a pattern of school failure are prone to social behavior leading to institutionalization. The cost of maintaining a child in a juvenile service institution ranges from $8,692. to $12,117. It would appear more cost effective to intercept this pattern of failure with early intervention.

Another set of research reports demonstrates the critical importance of the parent in the child's learning and development. Bloom in his Stability and Change, for instance, indicates that the level of school achievement is related to several factors, one of which is the extent to which school achievment is motivated and reinforced by parents. Similarly, Gordon and Guinagh report on data gathered on children and their homes when the children were three months of age, three years old, and in kindergarten. The critical factor affecting the child's performance was the learning environment created in the home.

Hess and Shipman conclude that "the mother's teaching style is just as good, if not better, a predictor of the child's school performance and intellectual functioning than his social class or his mother's I.Q."

And Schaefer's study, Child Success Data Strikes Home, provides evidence that a parent's involvement with the child has the greatest impact on achievement, curiosity, persistence, and creativity. Schaefer in fact, found no correlation between how much the parents are involved in school affairs and

the child's school performance. But he found very high correlations between child achievement and the learning environment and experiences promoted by the parents in the home.

A wide range of other national and international studies demonstrate the variety of family factors that influence student achievement, including, for example, whether: (1) parents see themselves as teachers of their children; (2) they talk with them, not at them; (3) they take them to the libraries or the museums or the parks; (4) they sit around the dinner table and share and plan; (5) they listen; (6) they display a child's work on the refrigerator or the wall; (7) they themselves read and talk about what they read.

The inclination and ability to carry out these activities as well as understand and create other healthy home learning environments are the essential parenting skills.

With leadership and support provided by the State Board of Education, the Maryland Department of Education has been cooperating with Dr. Leon A. Rosenberg of the Johns Hopkins University School of Medicine in a research project that will make a major contribution to the body of early childhood research. Dr. Rosenberg's longitudinal study, An Evaluation Project for Early Childhood Education Programs, is designed to judge the immediate effectiveness of programs for four year olds and to determine the long-term effects of an early childhood educational experience on children identified as having a "high risk" for future learning problems. In particular, Dr. Rosenberg is examining the impact of a structured educational program on these children. Ten local school systems in Maryland are cooperating in the study.

Dr. Rosenberg began his work by testing 2,047 children before they participated in structured early childhood educational programs for four year olds. He was able to test 1,083 of these children again as they were about to enter kindergarten. Of these children 236 also were tested at the end of kindergarten and 251 near the end of the first grade.

Test results from these children were compared with tests given a control group of similar children who had not participated in any structured educational programs, though some of the control group had participated in early childhood group experiences without a structured educational component. There were 400 children in the total control group. Follow up data has been gathered on 200 of these children through the end of the first grade.

The data collected on both groups before any of the children enrolled in an early childhood program for four year olds dealt with general intellectual ability (memory, comprehension and problem solving): vocabulary: the attitudes and feelings the children expressed in relation to peers, teachers, and the school environment; behavioral measures of the child's cooperation in the classroom and the child's ability to cooperate with an adult when dealing with intellectually demanding tasks.

In all areas measured immediately after the early childhood experience participants in the structured education programs demonstrated highly significant growth while the other children did not including those who had participated in a group experience that lacked a structured educational program. The data clearly showed that these children--exposed only to a group experience--did not demonstrate significant growth on any of the important measures of intellectual and behavioral functioning.

These conclusions at each of the points along the schooling experience measured by Dr. Rosenberg: beginning of kindergarten, the end of kindergarten, and the end of first grade.

At the beginning of kindergarter, for instance, the children were evaluated using the CIRCUS test, developed by Educational Testing Service, which measures receptive vocabulary, quantitative skills, the recognition of letters and numbers, word usage and listening and comprehension skills. The "graduates" of the structured early childhood educational programs were found to be functioning at a level quite superior to other children in the control group.

At the end of kindergarten, the Peabody Individual Achievement Test was used to measure math skills, reading recognition, spelling and general information. The "graduates" were functioning at an end of kindergarten or beginning first grade level - significant in view of the early determination that they were children who would experience learning difficulties. Children in the control group were functioning at a fifth month of kindergarten level and below. The greatest difference between the two groups was found in reading recognition and spelling, an important finding to support structured reading programs in early childhood.

The Peabody instrument again was used in the seventh month of the first grade. None of the children in the control group were performing at a first grade level in the areas measured by the test. "Graduates" on the other hand, scored in the fifth month of first grade in mathemetics, at the beginning of the second grade level in reading recognition, at four months into the second grade in reading comprehension, at one month into the second grade in spelling and at the fifth month of the first grade in general information.

The results of Dr. Rosenberg's study clearly indicate dramatic growth in basic academic skills by children who would have been moving rapidly toward early school failure if they had not been exposed to a structured early childhood educational program.

This important research effor continues. Similar follow up studies are being conducted with other children in the original sample of more than 2,000. The immedicate goal is to study extensively the third grade academic achievement levels of the "graduates" and children in the control group.

Findings such as these by Dr. Rosenberg lend great validity to the national trend to provide structured programs in the public schools for children four and five years of age. Coupled to other national research results and the experience of educators in Maryland and in the nation, the find-

ings provide a solid base and a strong encouragement to move aggressively in establishing such programs.

3. The Status of Early Childhood Education Programs in Maryland

The Maryland State Board of Education and the Maryland State Department of Education in conjunction with the local school systems and other public agencies have established a variety of effective models for early childhood education throughout the State. Despite this achievement, significant gaps are found in a review of current efforts.

For instance, Table I presents current enrollment figures for public and nonpublic kindergarten and prekindergarten programs in the counties.

Prekindergarten enrollments (including three and four year olds) compare quite unfavorably with kindergarten enrollments. In 1976-77 a total of 19,356 children were enrolled at the prekindergarten level. Significantly, only 4,130 were in public schools and 15,226 in nonpublics. The total prekindergarten enrollment is less than one third of the kindergarten figure of 61,294 (54,738 in public schools and 6,456 in nonpublic programs.)

Clearly, significant growth is needed in public programs at the prekindergarten level. The figures suggest that parents desire such programs. However, only those who can afford a nonpublic program fulfill this desire. This is especially disturbing in view of the evidence cited before on the value of early intervention for economically disadvantaged children.

The State Board encouraged growth in public school early childhood programs this year by approving grants from Title IV ESEA funds to extend certain kindergarten programs to a full day and to stimulate the addition of several half day prekindergarten programs for four year olds. Of the 54,738 kindergarten children only 1,646 are in a full day program. Table II and its attached map provide data on programs supported with supplemental state and federal funds and indicate the number of full day programs for five year olds.

The pattern of services for young handicapped children is significantly different than that for others because of the initiatives already taken by the State Board, the Governor and the General Assembly to meet the needs of this special population.

As early as 1971, the State Board requested and the Governor and General Assembly granted funds in the state aid budget to develop programs for hearing impaired children including children 0-5. This early attention to a specific disability was followed in 1973 by the adoption of Article 77, Section 106D of the Public School Laws of Maryland providing for publicly supported educational services to all handicapped persons between the ages of 0 and 20. The MARC decree issued by Judge Raines in 1974 and the subsequent adoption of P.L. 94-142 by Congress gave further impetus to programs for young children. The work of the Governor's Commission on Funding the Education of Handicapped Children, the first phase of which was enacted by the General Assembly in 1975 is providing state fiscal policy and support for these programs.

As a result of this history of leadership, virtually all 5 year old handicapped children are receiving an appropriate educational program. As specific cases of new children arise, adequate programs exist to provide service.

The case is somewhat different for those in the 0-4 age range. We do not yet have precise figures on the number of handicapped children in this age range in Maryland. The Department this year is conducting its Child Find activities to locate children in need.

Nonetheless, a significant number of children currently are being served by publicly supported programs. The Department figures for this school year show that 851 children 0-4 (586 three and four year olds and 265 newborn through age two) are being served by publicly supported programs in the public and non-public schools.

(Appendix I describes the preschool programs for the handicapped in place of 1976-77.)

In addition publicly supported services are provided by the Department of Health & Mental Hygiene by the state funded institutions and through the Head Start program.

Since special education services historically have developed to meet specific handicapping conditions and developmental needs, children and others in the programs are not always categorized by age. As a result, the Department does not have precise figures on children in the 0-4 range served by programs other than those at the public schools. These figures will be available by the end of the year.

The State Board already has recognized the continuing need in the preschool area and established clear policy for the delivery of services to these children. Resolution No. 1977-51, adopted October 26, 1977, stipulates the services be delivered to all handicapped children no later than fiscal year 1981 in the following order:

1. Special education services be provided to handicapped children of school age (5 through 20) who are in need of special education services and are now receiving a reasonably appropriate program.

2. Speical education services be provided to handicapped preschoolers ages 3-4 in need of such services.

3. Special education services be provided to handicapped children ages 0-2 and program improvements be made in programs for children receiving special education services.

In keeping with this policy, the Department in the current school year is placing a new concentration on developing and delivering services to the three and four year old handicapped children. The following tasks are to be completed this year:

1. A policies and procedures manual to act as a guideline for local education agencies in their development of services for handicapped children 0-2, 3-4, and to the parents of these children.

2. An annotated directory of existing services and model programs in Maryland and other states.

3. A curriculum guide to assist local education agencies in program selection, implementation and teacher training.

In addition to these specific products, the Department is creating a system for delivering technical assistance to local education agencies. The process will consist of an exchange of experienced teachers and administrators to assist neighboring counties in the planning, development, implementation, and evaluation of programs and services for young handicapped children.

In addition to its involvement with the delivery of the regular and special education preschool programs discussed above, the Department of Education administers other functions that merit attention.

The Division of Certification and Accreditation, for instance, is responsible for licensing all nonpublic schools. The Division staff has been meeting with staffs of the Departments of Health & Mental Hygiene and of the Department of Human Resources to examine the policies and standards used to license all nonpublic facilites. Partly at issue is whether the Department of Education ought to license the educational components of all programs or whether it ought to continue only to issue a license for a school. A variety of administrative and legal questions arise. A task force representing the three departments is to report to the agency heads on these issues.

Other Department divisions are concerned about the operation and programming of early childhood education services. The state early identification testing is administered by the Division of Instruction. The Divisions of Instructional Television and Libraries have focused resources on defining and

responding to the needs of preschoolers and their parents. The Food Services Unit of the Division of Administra[illegible] provides funding and support for meals and nutrition education in public and nonpublic schools and facilities.

These activities are noted here to indicate that administrative units of the Department are available to respond to new policy initiatives established by the State Board to address the needs of Maryland preschoolers.

4. Identifying Areas of Need

Reviewing early childhood efforts in Maryland against the backdrop of state and national research and experience, a number of needs emerge.

An operational definition for early childhood education would be useful since the term is used broadly to label a variety of programs, including those that provide only custodial care, and to cover a variety of age ranges. Concerning the nature of the program, we have meant throughout this report--looking in particular to the research findings of Dr. Rosenberg--a structured learning program. Concerning the age range, we suggest that for operational purposes we include prebirth to eight years of age. By so doing, for instance, we include programs to teach parents parenting skills which are critically important in the prebirth to 5 period. By including eight year olds we reach the upper range of the longitudinal studies being conducted by Dr. Rosenberg - third graders. Within the operating definintion, program priorities can be stated. In terms of direct services to children, priority could be given to providing structured learning programs in the public schools to four and five year olds and to providing structured learning programs to handicapped children according to the schedule established by the Board in its October resolution.

The most glaring need that emerges from our review is to expand the publicly funded prekindergarten and kindergarten opportunities available to the children of the state. In view of the clear evidence that structured early childhood education programs are effective in teaching children and in view of the cost effectiveness of early intervention, expanding kindergarten programs to full day and expanding the availability of prekindergarten opportunities is essential. Expansion is particularly important for the young people who are poor and near poor. The evidence strongly underlines the view

of a high positive correlation between early structured education programs and later achievement for those youngsters. For us to continue to focus exclusively on later intervention with remedial programs and programs for disruptive youngsters does not make much sense in light of the findings.

Another need emerging from the research and our common experience is the importance of strengthening the parenting dimension. As was noted above the central theme of such an effort should be activities in the home in contrast to the school. Moreover, such an orientation emphasizes the role of family as family rather than shifting the fundamental responsibility for the growth and development of very small children from the family to the school.

We are painfully aware of the growing situation in which declining enrollments are leading to a reassessment of the use of school facilities. There is a need to identify facilities for the expansion of four and five year old educational programs. At the same time we have classrooms becoming available through the enrollment drop. We are at a watershed point where these two facts could be brought together if we have the foresight to do so.

Finally, it is clear that interagency cooperation is essential as the State gives increased attention to the needs of young children. The three principle agencies are MSDE, the Department of Human Resources and the Department of Health and Mental Hygiene. While the first step is to conclude the examination of the policies and standards used to license non-public facilities for young children, there are others. They include provision of health services and social services to young children and their families whether school-based or in other settings.

5. Specific Recommendations

A. We recommend that the State Board of Education endorse the concept of the mandatory availability of educational programs for one-half day for four year olds and a full day for five year olds including state current expense formula support for both. Such an endorsement should carry with it direction to the staff to prepare legislation for the Governor's consideration to implement the program. If it should be the Board's view that fiscal considerations do not allow full implementation at first, consideration should be given to a program that would be directed to poor and near poor children in the initial implementation.

B. We recommend that a position be established to devote full-time attention to the parenting dimension. Such a person would determine the scope of activities presently underway in the local systems. He/she would then render technical assistance to systems wishing to expand parenting activities through the variety of strategies that we identify as effective. We further recommend that the parenting function be encouraged in early childhood legislation that would provide for state support for the programs envisioned under recommendation A as school programs should have a strong parenting component.

C. We recommend that we continue to pursue vigorously the policy and programs affecting 3 and 4 year old handicapped children which was laid out above.

D. We recommend that we survey facility availabilty to determine where school buildings slated for closure might be used for early childhood programs.

E. We recommend that the Board direct the staff to initiate further conversations with the Departments of Human Resources and Health and Mental

Hygiene so that the several efforts of these agencies may be carefully coordinated.

TABLE I

PREKINDERGARTEN AND KINDERGARTEN PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT:
STATE OF MARYLAND: 1976 - 1977

Local Unit	Number of Pupils			
	Public Schools		Non-Public Schools	
	Prekindergarten	Kindergarten	Prekindergarten	Kindergarten
Total State	4,130	54,738	15,226	6,456
Allegany	-	1,091	177	25
Anne Arundel	18	5,168	1,224	384
Baltimore City	2,281	9,782	1,267	1,211
Baltimore	18	6,990	3,007	1,291
Calvert	114	486	48	33
Caroline	-	349	-	-
Carroll	51	1,441	38	23
Cecil	-	895	84	95
Charles	48	1,118	86	48
Dorchester	-	384	46	42
Frederick	16	1,671	345	89
Garrett	-	450	4	6
Harford	107	2,299	323	161
Howard	-	1,629	1,156	183
Kent	-	212	-	18
Montgomery	792	7,198	4,715	1,266
Prince George's	214	8,956	2,252	1,289
Queen Anne's	-	330	40	-
St. Mary's	86	968	99	50
Somerset	60	283	19	7
Talbot	-	249	25	39
Washington	325	1,548	61	112
Wicomico	-	882	210	70
Worcester	-	359	-	14

TABLE II

EARLY CHILDHOOD EDUCATION PILOT IN MARYLAND - 1977 - 1978

Maryland State Department of Education - Division of Compensatory, Urban, and Supplementary Programs

Funding Source - E.S.E.A, Title IV, Part C, Section 3

Local School System	Elementary School	Type of Program			Total No. of Children
		Half-Day PreK 4-Year Olds	Full-Day Pre-K 4-Year Olds	Full-Day Kindergarten 5-Year Olds	
Allegany Co.	Ellerslie			28	28
Baltimore City	Gilmor	17			17
	George Washington			27	27
Baltimore Co.	Chase			26	26
Cecil Co.	Charlestown			22	22
Dorchester Co.	Vienna			15	15
Howard Co.	Guilford			24	24
St. Mary's Co.	Banneker	21			21
Somerset Co.	Crisfield #1		20		20
	Marion		12	7	19
	Westover		21		21
	SUBTOTALS	38	53	149	240

*Multi-Age Group of 4 and 5-Year Olds

Location of Full-Day Kindergarten and Prekindergarten Programs

Supported by ESEA Title IV